

**ASSEMBLY BILL**

**No. 2895**

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**Introduced by Assembly Member Brownley**

February 22, 2008

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An act to amend Section 60855 of the Education Code, relating to pupil achievement.

LEGISLATIVE COUNSEL'S DIGEST

AB 2895, as introduced, Brownley. Pupil achievement: high school exit examination.

Existing law requires each pupil completing grade 12 to successfully pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school. Existing law requires the Superintendent of Public Instruction to contract for an independent evaluation of the exit examination, and requires the evaluation to be based on certain information.

This bill would also include information gathered from statewide pupil identifiers among that information.

Existing law requires evaluations to separately consider test results for various population subgroups, including any group of pupils that has been determined by the independent evaluator to be differentially affected by the exit examination.

This bill would include racial and ethnic subgroups among those population subgroups that have been determined to be differentially affected by the exit examination. The bill would also make a technical, nonsubstantive change.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

SECTION 1. Section 60855 of the Education Code is amended to read:

60855. (a) By January 15, 2000, the Superintendent of Public Instruction shall contract for a multiyear independent evaluation of the high school exit examination that is established pursuant to this chapter. The evaluation shall be based upon information gathered in field testing—and, annual administrations of the examination, *and statewide pupil identifiers*, and shall include all of the following:

(1) Analysis of pupil performance, broken down by grade level, gender, race or ethnicity, and subject matter of the examination, including any trends that become apparent over time.

(2) Analysis of the ~~exit examination's~~ *of the exit examination* effects, if any, on college attendance, pupil retention, graduation, and dropout rates, including analysis of these effects on the population subgroups described in subdivision (b).

(3) Analysis of whether the exit examination is likely to have, or has, differential effects, whether beneficial or detrimental, on population subgroups described in subdivision (b).

(b) Evaluations conducted pursuant to this section—~~shall~~ separately *shall* consider test results for each of the following population subgroups, provided that information concerning individuals shall not be gathered or disclosed in the process of preparing this evaluation.

(1) English language learners and non-English language learners.

(2) Individuals with exceptional needs and individuals without exceptional needs.

(3) Pupils that qualify for free or reduced price meals and are enrolled in schools that qualify for assistance under Title 1 of the Improving America's Schools Act of 1994 (~~P.L. 103-382~~) (*Public Law 103-382*) and pupils that do not qualify for free or reduced price meals and are not enrolled in schools that qualify for assistance under Title 1 of the Improving America's Schools Act of 1994 (~~P.L. 103-382~~).

(4) Any group of pupils that has been determined by the independent evaluator to be *affected* differentially-~~affected~~ by the exit examination established pursuant to this chapter, *including racial and ethnic subgroups*.

1 (c) Evaluation reports shall include recommendations to improve  
2 the quality, fairness, validity, and reliability of the examination.  
3 The independent evaluator *also* may also make recommendations  
4 for revisions in design, administration, scoring, processing, or use  
5 of the examination.

6 (d) The independent evaluator shall report to the Governor, the  
7 Office of the Legislative Analyst, the Superintendent of ~~Public~~  
8 ~~Instruction~~, the State Board of Education, the Secretary for  
9 Education, and the chairs of the education policy committees in  
10 both houses of the Legislature, in accordance with the following  
11 schedule:

12 (1) Preliminary report on field testing by July 1, 2000.

13 (2) First annual report by February 1, 2002.

14 (3) Regular biennial reports by February 1 of even-numbered  
15 years following 2002.